

Self-Efficacy and Competency of Nursing Students: Literature Review

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Literature reviews are critical to the research process, providing an in-depth analysis of a specific subject of interest. A literature review adds belief in or acceptance of something as true to a topic, identifies studies to be replicated, reveals a theoretical framework, and contributes to the research body of knowledge (Houser, 2023). Quantitative evidence-based research measures the effects of interventions to provide accurate information in supporting nursing practice (Houser, 2023). Quantitative evidence has many uses in the nursing profession, including the assessment and diagnosis of patients, nursing interventions, and the evaluation of patient outcomes (Houser, 2023). These studies aim to give pertinent information as to how well the subject of study represents the entire population. New nurses are expected to be competent in recognizing patient diagnoses and applying the skills needed to care for them. Many newly graduated nursing students lack the confidence and belief in their capacity to execute every nursing skill that may be required in caring for a patient. This paper aims to discuss the self-efficacy and confidence of nursing students with supporting articles that pertain to the conversation.

Caring Competency Among Nursing Students: A Quantitative Study

This article written by Seman in 2021, discusses the caring competency of nursing students observed across different years of training. The study method utilized a quantitative design conducted at a public nursing school to sample nearly 137 nursing students (Seman, 2021). The focus of this study aimed to analyze the status of the caring competency of nursing students concerning the nursing education they received (Seman, 2021). Nursing students who

lack the needed competencies and fail to understand the importance of care face many challenges in becoming a new nurse.

Key Points

Population and sampling of students were determined using the Krejcie and Morgan formula, with stratified random sampling to determine equal proportions of nursing students in different educational years (Seman, 2021). The Caring Nurse-Patient Interactions (CNPI) scale gathered data to analyze the difference in scores ranging from year 1 to 3 nursing students in the categories of clinical care, humanistic care, relational care, and comforting care (Seman, 2021). Results found that the mean care competency increased from year 1 to year 2, with the highest in year 3 students. The p-value of this study determining the statistical likelihood that an observed outcome is the result of chance was set at $p < 0.001$. Results indicated that year 3 nursing students had the highest mean of professional caring competency scores. The duration of time spent with clinical exposure and hands-on patient experience proved to be valuable in the self-efficacy and competency of the students. The author of this study concluded that the production of highly skilled and competent nursing graduates is the most essential need for the nursing profession (Seman, 2021).

Assumptions

The author's main assumption of the research analyzed within this article is that nursing students who have been exposed to more clinical education will be more competent when graduating and incorporating skills needed to perform effective patient care. Results of the framework of this study show a direct correlation between an increase in nursing education and

competency scores. The study determined that nursing education care knowledge incorporated into the curriculum has a positive result on newly graduated nurses in the workplace (Seman, 2021). Current research supports these results that a focus on clinical care in nursing education leads to increased nursing competency and effective patient care.

Deficit/Conclusion

The author's line of reasoning in this article discusses the correlation between the importance of nursing school focus on teaching the principles of professional caring, for newly graduated nurses to provide patients with high-quality care (Seman, 2021). The outcome of this study was achieved utilizing both the Krejcie and Morgan formula, as well as the CNPI scale to determine the level of competency concerning satisfactory patient care. This research article illustrates the importance of repeated exposure and practice of clinical skills in nursing education to produce the most competent newly graduated nurses. As stated in the article, significant differences in caring competency scores were observed across training years of nursing students which proved the importance of nursing education (Seman, 2021). Implications for nurses to fail to accept this line of reasoning could result in incompetent newly graduated nurses who cannot properly care for the needs of patients. It is important, as proven by this article, to understand how caring importance and professionalism lead to increased satisfaction in nurse-patient relationships and effective care.

The Role of Self-Efficacy in Mediating Between Professional Identity and Self-Reported Competence Among Nursing Students in the Internship Period: A Quantitative Study

This article discusses nursing student's self-reported competence during an internship period focusing on self-efficacy and professional identity. The study method utilized a

quantitative design consisting of 887 nursing students (Yao et al., 2021). The aim of the study uses questionnaires and grading scales, distributed online, to determine the correlation of self-efficacy and professional identity of nursing students in having a positive impact on competency (Yao et al., 2021).

Key Points

Nursing students' self-efficacy was determined utilizing the General Self-Efficacy Scale (GSES), containing 10 items rated on a four-point scale (Yao et al., 2021). The Nursing Students Competence Instrument (NSCI) was used to determine nursing students' competence within the study, containing 27 items divided into multiple sections (Yao et al., 2021). The NSCI is broken down into the student's ability to integrate care on a scale, lead in humanity concerns, advance career talents, and deal with tension. The scale ranges from 1-10, grading each section appropriately before tallying up the final score. Professional identity was determined utilizing the Professional Identity Questionnaire for Nursing Students (PIQNS), ranging from 17 items including professional self-image, retention vs turnover, independence of choice, and a social comparison (Yao et al., 2021). Lastly, a correlation analysis containing all the data was conducted to determine a correlation between professional identity and self-efficacy with nursing competence. The p-value used in the following study was $p > 0.05$. Pearson's correlation analysis was used to show the relationship between the total scores and various competency dimensions (Yao et al., 2021). Results indicated by the p-value showed there was a positive correlation of the total score of competency and self-efficacy.

Assumptions

The author's key assumption with the research analyzed within this article is that a focus on self-efficacy and professional identity enhances the overall competence of nursing students. Results of the study concluded that there is a direct correlation between enhanced nursing competence of students who have focused on the development of individual beliefs and professional identity. It is suggested professional identity can be developed in current times through social media platforms or other online networks (Yao et al., 2021). Nursing students can work to improve self-efficacy by having more effective communication, expanding their knowledge by working in clinical with experienced nurses, and accepting constructive feedback (Yao et al., 2021).

Deficit/Conclusion

The author's methods of reason in this article discuss the correlation between enhanced competence of nursing students who have a developed sense of self-efficacy and professional identity (Yao et al., 2021). The conclusion of this study was achieved by the GSES, NSCI, and PIQNS, to aid in determining a positive correlation between professional identity and self-efficacy with nursing competence. This article illustrates the importance for nursing students to accept that constructive criticism, gaining clinical experience, find a unique professional profile, and be confident when providing patient care. The author suggests that school educators and clinical tutors must collaborate to help refine training programs in developing a stable nursing workforce with an improvement of competence (Yao et al., 2021). Implications for nurses who fail to accept this could result in new nurses who lack personal belief and the ability to help them achieve their goals. Less confident nurses or nurses with decreased competence could also negatively affect the appropriate care of patients. It is important to understand how nursing

students must develop personally within the profession and gain confidence in themselves to use what they have learned to provide competent and effective care.

Patient Safety and its Relationship with Specific Self-Efficacy, Competence, and Resilience Among Nursing Students: A Quantitative Study

This article discusses the relationship of self-efficacy, competence, and resilience among nursing students with patient safety. The contents of this study were concluded by a quantitative design including 647 undergraduate students across multiple universities (De Miguel et al., 2023). The objective was to analyze patient safety integration across multiple university educational programs, assessing if the student's knowledge of patient safety correlates with specific competence, self-efficacy, and resilience (De Miguel et al., 2023).

Key Points

The Hospital Survey on Patient Safety Culture (HSOPS) was a method of data collection for nursing students used in measuring patient safety climate and the knowledge of patient safety (De Miguel et al., 2023). This questionnaire is made up of 49 items on a five-point scale with designed questions to interpret the nursing student's knowledge and utilization of the incidence notification system (De Miguel et al., 2023). Another method used was the Confirmatory Factor Analysis (CFA), which was a test to determine the accuracy of the HSOPS. Other methods utilized include the Clinical Skills Self-Efficacy Scale (CSES), the Perceived Competence of Nursing Students (PCNS) questionnaire, and the Brief Resilience Scale (BRS) (De Miguel et al., 2023). These methods were designed to measure the overall self-confidence and belief of nursing students across the study population. The p-value of this study determining the significance level

was set at a value of $p < 0.05$. Results indicated that there was a difference in patient safety knowledge, self-efficacy, and competence between nursing students across different universities of their respective academic levels. As analyzed by the data collected, it can be determined that there was a positive correlation and increased awareness of patient safety of students at a higher educational and competence level (De Miguel et al., 2023).

Assumptions

The author's main assumption of the research within this article is that there is a direct positive correlation between patient safety with nursing students of higher self-efficacy, competence, and resilience. The results of this study prove that there is a direct correlation that shows students with more confidence and competence are more likely to report a safety event and install preventive measures to prevent further events from occurring (De Miguel et al., 2023). Modern hospital safety prevention measures support the assumptions of the author when nursing students can critically think and provide patient care with confidence.

Deficit/Conclusion

The author's line of reasoning in this article discusses a direct correlation with nursing students who have confidence, resilience, and competence resulting from higher education, in promoting and recognizing patient safety (De Miguel et al., 2023). The conclusion of this study was achieved by utilizing the HSOPS method, CFA test, CSES, PCNS questionnaire, and BRS method of data analysis (De Miguel et al., 2023). The findings of this study show the importance of obtaining higher education for nursing students in the promotion of making new yet competent nurses. "This study aids helps analyze patient safety knowledge levels, as well the

level of agreement in terms of patient safety climate” (De Miguel et al., 2023). If nurses fail to accept this line of reasoning, there could be poor implications in promoting effective safety measures for patients. Patient safety is a priority, which is why as proven in this article nursing students must grow in self-efficacy, resilience, and competence to provide a standard of care.

Conclusion

The first article, written by Seman (2021), discusses the caring competency of nursing students observed across different years of training. It utilized the Krejcie and Morgan formula for population and sampling of students, and the CNPI scale for collecting data to analyze nursing students in the categories of clinical care, humanistic care, relational care, and comforting care (Seman, 2021). This article highlights the importance of repeated exposure and repetition of clinical skills in nursing education to produce the most competent newly graduated nurses.

The second article, written by Yao et al. (2021), discusses the self-reported competence of nursing students during an internship period focusing on self-efficacy and professional identity. The methods used for this study include the NSCI, GSES, and PIQNS, to assist in determining a positive correlation between professional identity and self-efficacy with nursing competence. The results of this article concluded that a correlation is observed between enhanced nursing competence of students who have focused on the development of self-efficacy and professional identity.

The third article, written by De Miguel et al. (2021), discusses the relationship of self-efficacy, competence, and resilience among nursing students with patient safety. The results of this study were achieved by utilization of the HSOPS method, CFA test, PCNS questionnaire,

CSES, and BRS method. The author's findings resulting from the study prove the importance of education for nursing students to promote new confident nurses for the safety of patients.

The information found within this literature review can lead to great improvements in educational reform for nursing students, with an outcome of increasing the level of quality patient care. Nursing practice and healthcare can only benefit from improved methods of education, helping to develop more well-rounded nursing students who may fail to have the self-efficacy and competence that many veteran nurses have. It is important to continue to develop professional identity and personal skills to achieve the highest level of knowledge in application to real-world patient scenarios where patient safety is at risk. These quality improvements by evidence-based practice will lead to more successful and confident nurses, improving the overall quality of care and safety for patients.

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